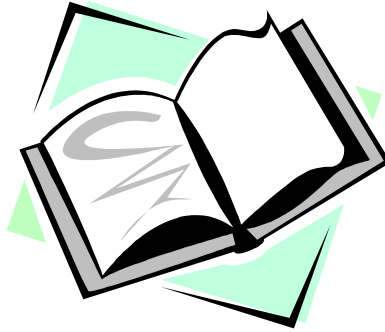


Introduction to Psychology Psy 101



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PSY 101 – Introduction to Psychology
Burlington County College
Donna Vandergrift, Assistant Professor

Spring 2012

Disclaimer: *This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You will be taking online quizzes and submitting papers through the Blackboard system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead.*

Blackboard: <http://bcc.blackboard.com> or go to my homepage and Psy 101 for a direct link
Login by typing your entire firstname_lastname (no spaces) under “Username” and your birthdate in the mmddyy format (no spaces/dashes) under “Password.” *Note the username that you use for your BCC email is what you want to use for Blackboard. If you have numbers after your username in your email, you would use it in Blackboard as well.* You will be asked to change your password after logging in the first time.

Course Description This course is designed to provide a general understanding and application of the basic principles of psychology. Topics will include history of psychology, scientific methods, physiological basis of behavior, development, principles of learning, personality theory and assessment, abnormal behavior, psychotherapy, and social psychology.

Text Book Weiten, W. (2011). Psychology: Themes and variations. Briefer Edition (Eighth Edition). Pacific Grove, CA: Cengage Publishing Company. (ISBN-10: 0495811336 or ISBN-13: 9780495811336)

There are many resources on the textbook website. Go to the Psy 101 tab on my website to access this site.

Course Outcomes

1. Identify the major developments in the history of psychology and the major areas in Psychology today. (Chapter 1)
2. Define and list the major types of research in psychology and evaluate current psychological research. (Chapter 2)
3. Describe the major phases in lifespan development, and recognize the major contributions of important theorists and researchers in development. (Chapter 10)
4. Describe the anatomy & physiology, the communication processes, and organization of the human nervous system. (Chapter 3)
5. Define and describe the major elements presented in classical, operant conditioning and social learning, identifying the major processes involved each system. (Chapter 6)
6. Describe the major concepts within the psychoanalytical, humanistic, behavioral, biological, and trait theories of personality. (Chapter 11)
7. Compare and contrast major classifications of psychological disorders. (Chapter 13)
8. Identify the role of various social psychology concepts in human behavior. (Chapter 15)

Workload Expectations / Homework

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. It is your responsibility to master this material. Using the textbook and the textbook learning materials will help you do this. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

Evaluation

1. There will be **four (4) in class Unit Tests**. Questions will come from lecture, your textbook, and other materials given by the instructor. Exams will consist of multiple-choice questions. Tests are done on scantron sheets, so you are expected to bring pencils to class with you. I will NOT have a pencil for you to use. Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. **A written explanation from student is required before consideration for make-up will be given.** Do not ask to take a make-up without having the written explanation
2. There will be **eight (8) Reading Quizzes** that will be given online within the course Blackboard site. You can access this site from my webpage or at <http://bcc.blackboard.com>. Questions will come from your textbook. Quizzes will consist of multiple-choice questions, and you will have a limited amount of time to take each quiz. You are responsible for knowing when each quiz is. Dates will be discussed in class and on the Blackboard site. **No make-ups will be given, no exceptions;** however the lowest quiz grades will be dropped at the end of the semester.
3. You will complete **one Journal Article Review**. Other assignments may be given during the class. Descriptions of the assignment are below.

Grading

Your grade in this course will be based on your performance on assignments and quizzes/tests, not on your effort. You will not have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. Your grade will consist of points earned from Unit Tests, Quizzes, and Assignments. Percentages are calculated by dividing points earned with total points possible.

Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of “W”, “X”, or “I” will only be given in accordance with college policies as described in the college handbook. In order to receive an “X” or an “I” grade, student work must be satisfactory.

Attendance

Everyone is expected to attend ALL classes. Please contact instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

Contacting the Instructor

Office Location - 314 Academic Bldg., Pemberton
Office Hours - Mon. 12:30 – 1:30 (Mt. Laurel)
Wed. 10:00 – 1:00 (Mt. Laurel)
Fri. 11:30 – 12:30 (Mt. Laurel)
Tues. & Thurs. 8:30 – 9:30:00 (Acad 314)
Advising Hours - Mon. 10:00-11:00 (Mt. Laurel)
Fri. 10:30-11:30 (Mt. Laurel)
Phone # - (609) 894-9311 or (856) 222-9311 x1251
Email - dvanderg@bcc.edu
Home Page - www.donnavandergrift.com

Email Policy

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. In the subject line, you must include your full name and the course and section number. Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

You are expected to check your BCC e-mail account frequently and your Blackboard account. Important course messages are sent ONLY to those accounts.

COLLEGE POLICIES/SUPPORT

No violation of the honor code, classroom agreement, or plagiarism policy will be tolerated. See College Handbook and materials provided in this packet (p. 7).

Withdrawal: Students who fail to withdraw according to established procedures will receive grades of “F” or “ST” for all courses in which they were registered. Please note the dates to withdrawal from your courses in the current credit program brochure.

Plagiarism: Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Plagiarism on any assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Other Policies: The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding: Academic Integrity Code, Student Conduct Code and Student Grade Appeal Process.

Advising/Counseling: BCC provides confidential advising and counseling services free to all students through the Department of Academic Advisement and Transfer. For more information about advising and counseling services, visit at the Parker Center or the Mt. Laurel Center at Laurel Hall, or call extension

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1337 at (609) 894-9311 or (856) 222-9311 or visit the website at: Advising Website <http://staff.bcc.edu/advising>; Counseling Website <http://staff.bcc.edu/counseling>.

Tutoring: BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at <http://staff.bcc.edu/tutoring>.

Notification for students with disabilities: Burlington County College offers reasonable accommodations and/or services to persons with disabilities. The Office of Special Populations offers comprehensive services to all students with any form of disability (with appropriate official documentation) which hinders their academic success. Students must request the accommodation(s) from the Office of Special Populations. Please contact the Special Populations Coordinator at (609) 894-9311 or (856) 222-9311 Ext. 1803 at or visit the website at: <http://www.bcc.edu/pages/182.asp>.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. **Extra credit cannot change a failing grade to a passing grade.**

TENTATIVE SCHEDULE/GRADING

	<u>Date</u>
Exam 1: Chapters 1, 2 (50 pts.)	Week of 2/13
Exam 2: Chapters 3, 6 (50 pts.)	Week of 3/5
Exam 3: Chapters 10, 11 (50 pts.)	Week of 4/9
Exam 4: Chapters 13, 15 (50 pts.)	Exam Week
Journal Critique (50 pts.)	Week of 2/27
Quizzes (50 pts.)	Dates on Blackboard

Points Earned	Final Percentages	Letter Grade
300 - 270	100 - 90	A
269 - 261	89 - 87	B+
260 - 240	86 - 80	B
239 - 231	79 - 77	C+
230 - 210	76 - 70	C
209 - 180	69 - 60	D
179 and below	59 - 0	F

(If changes in tests or assignments occur, the points needed for each grade may change. Percentages will not change.)

BCC PSYCHOLOGY DEPARTMENT

Honor Policy

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if you affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic honesty. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively; return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Journal Article Summary and Analysis

1. You will be given the title and author of a journal article that you must find in the library. The best way to find your article is by using Ebscohost (a database program linked to the library website). Go to <http://staff.bcc.edu/library> and click on Databases. Click on EbscoHost, either on-campus or off-campus access. (You will need a library bar code to access the database from home. It is on the back of your ID card.) The articles will either be in Psych Articles and Academic Search Premiere. Search in both of these for your article. Scroll down to find each database and Do a search for the article using key words from the title and/or the authors. I would suggest you also check “full text” and “scholarly (peer reviewed) journals” in the search criteria.
2. Read the article carefully and take notes. Highlight important points in the article.
3. The first part of your paper should include the following: (at least 2-3 pages)
 - The author(s) (full name), article title, and journal name.
 - The author’s hypothesis and/or research question.
 - The variables with operational definitions.
 - The sample used in the research.
 - The methods employed, for example survey, experiment, or case history. Provide a detailed explanation of how they conducted the study.
 - The results of the study including whether the hypothesis was proven. Again, provide a detailed explanation here.
4. In the next section of your paper critique the RESEARCH, not the article and how it was written. **Specify what was done well and what could have been improved.** Some other questions to answer: was the research valuable?; was the study practical/helpful? To whom?; was the study done ethically?; should more research be done in this area?; who does the results of this study apply to?; what would you recommend the next step to be in this line of research? This section should be at least 1 to 2 pages. Less than 1 page will result in reduced grade.
5. The review should be somewhere between **3-6 typed pages and double-spaced**, with 12 point font and 1 inch margins. Be sure to include a title page with your name, course and section number, instructor’s name, and date. **Paper should be submitted as an Attachment in the course Blackboard Assignment Dropbox. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.**
6. Be sure you know the due date because late papers will be deducted two percentage points for every day it is late. **Start working on this early** because if you have any problems I am available to assist you in any way.
7. **BEWARE: Any paper found guilty of plagiarism will receive a ZERO.** Plagiarism includes copying or paraphrasing another’s words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one’s own work; or submitting work previously submitted for another course or instructor. For this paper, plagiarism occurs when the authors direct words are used without proper citation and quotes. **You are not allowed to quote more than 3 sentences for this assignment.** The rest of the paper should include a description of the researchers work in YOUR OWN WORDS.

Please refer to the [Student Handbook](#) for additional information regarding plagiarism and College regulations. Also, any paper written below the college level will be returned ungraded.

Grading Standards

A 'C' paper must satisfy the following requirements:

- 1) Approximately 3-6 typed pages and a Title page
- 2) Selected article must meet above-mentioned requirements.
- 3) Limited grammatical errors and spelling errors
- 4) English 101 (Composition) skills (i.e. well developed paragraphs, organization)
- 5) Required components listed above

Any paper that does not meet these requirements in full or in part will result in a 'D' or 'F' depending upon the seriousness of the violations. Grades of 'A' and 'B' should represent the degree to which these 'C' requirements are exceeded while showing high quality in writing style, comprehension/clarity, and an understanding of the article and its application to psychology.

Journal Article Critique Point System

Summary/Review _____ / 20 pts.

Evaluation _____ / 10 pts.

(The evaluation must be at least one page.)

Spell/Grammar _____ / 10 pts.

Clarity of Writing _____ / 10 pts.

Total _____ / 50 pts.

Article for use as example in class:

Butler, A., Dodge, K., & Faurote, E. (2010). College student employment and drinking: A daily study of work stressors, alcohol expectancies, and alcohol consumption. *Journal of Occupational Health Psychology, 15*(3), 291-303.

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Course Objectives

Chapter 1 - History

1. What is Psychology?
2. History of Psychology
 - a. Ancient Greeks
 - b. Philosophy and Physiology
 - c. Schools of Psychology
 - 1) Structuralism
 - 2) Functionalism
 - 3) Behaviorism
 - 4) Psychoanalysis
 - 5) Modern Psychology – Cognitive Behaviorism, Humanism, Neurobiology, Cognitive, Positive Psychology, Evolutionary Psychology
3. Psychology Today
 - a. Seven Research Areas
 - b. Four Professional Specialties

Chapter 2 - Research

1. Goals of Scientific Enterprise
 - a. Describe and Measure
 - b. Understand and Predict
 - c. Apply and Control
2. Steps in Scientific Investigation
 - a. Formulate a Testable Hypothesis
 - 1) Operational Definitions vs. Inferences
 - b. Select Research Method - Design Study
 - c. Conduct Study
 - d. Analyze Data - Draw Conclusions
 - e. Report Findings
3. Experimental Research
 - a. Definition & Descriptions
 - b. Terms:
 - 1) Independent & Dependent Variables
 - 2) Operational Definitions
 - 3) Control Group (random & matching)
 - 4) Experimental Group
 - 5) Extraneous Variables
 - c. Advantages & Disadvantages
4. Descriptive Research
 - a. Definition & Descriptions
 - b. Types
 - 1) Naturalistic Observation
 - 2) Case Studies
 - 3) Surveys and Psychological Tests

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5. Correlational Research
 - a. Definition & Descriptions
 - b. Advantages & Disadvantages
6. Statistics & Research
 - a. Definition
 - b. Descriptive Statistics
 - 1) Central Tendency
 - 2) Variability
 - 3) Correlation Coefficient
 - c. Inferential Statistics
 - 1) Definition
 - 2) Statistical Significance
7. Evaluating Research - Flaws
 - a. Sampling Bias
 - b. Placebo Effect
 - c. Confounding of Variables
 - d. Distortions - Self-Report Data
 - 1) Social Desirability Bias
 - 2) Memory Errors
 - 3) Sensory Errors
 - e. Experimenter Bias
 - f. Demand Characteristics
8. Ethics
 - a. Deceptions
 - b. Animal Research

Chapter 3 - Biology

1. Physiological Psychology
2. Cells
 - a. Neuron vs. Glia Cells
 - b. Basic Structure of a Neuron
 - 1) Axon
 - 2) Dendrites
 - 3) Soma (Cell Body)
 - 4) Cell Nucleus
 - 5) Myelin Sheath
 - 6) Terminal Branches & Buttons (Synaptic Knobs)
4. Neural Impulse
 - a. All or Nothing Law
 - b. Resting vs. Action Potential
 - c. Absolute and Relative Refractory Period
 - d. Law of Forward Conduction
 - e. Minimum Threshold
5. Synapse
 - a. Synaptic Anatomy
 - b. Neurotransmitters
 - c. Excitatory vs. Inhibitory Postsynaptic Potential

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- d. Five Functions
 - 1) Synthesis
 - 2) Release
 - 3) Binding
 - 4) Inactivation
 - 5) Reuptake
- 6. Neurotransmitters
 - a. Acetylcholine
 - 1) Antagonist & Agonist
 - c. Monoamines
 - d. Endorphins
- 7. Nervous System
 - a. Basic Organization
 - b. Peripheral Nervous System
 - 1) Somatic Nervous System
 - 2) Autonomic Nervous System
 - a) Sympathetic Division
 - b) Parasympathetic Division
 - c. Central Nervous System
 - 1) Brain
 - 2) Spinal Cord
- 8. Brain Research
 - a. Spinal Tap
 - b. EEG
 - c. ESB (Electrical Stimulation of the Brain)
 - d. Lesioning
 - e. Brain Imaging Techniques
 - 1) CAT
 - 2) MRI
 - 3) PET
 - 4) TMS
- 9. Divisions of the CNS
 - a. Hindbrain
 - 1) Medulla
 - 2) Pons
 - 3) Cerebellum
 - b. Midbrain
 - 1) Reticular Activating System
 - c. Forebrain
 - 1) Thalamus
 - 2) Hypothalamus
 - 3) Cerebrum
 - a) Corpus Callosum
 - b) Four Lobes of Cerebrum
- 10. Heredity and Genetics
 - a. Genotype
 - b. Phenotype
 - c. Polygenic Inheritance

1. Classical Conditioning
 - a. Ivan Pavlov
 - b. Definition
 - c. Stimuli
 - 1) Unconditioned Stimulus
 - 2) Unconditioned Response
 - 3) Conditioned Stimulus
 - 4) Conditioned Response
 - 5) Neutral Stimulus
 - d. Variables
 - 1) Acquisition
 - 2) Extinction
 - 3) Stimulus Generalization
 - 4) Stimulus Discrimination
 - 5) Spontaneous Recovery
 - 6) Resistance to Extinction
2. Operant Conditioning
 - a. B. F. Skinner
 - b. Definition
 - c. Reinforcement
 - 1) Primary Reinforcers
 - 2) Secondary Reinforcers
 - d. Shaping
3. Schedules of Reinforcement
 - a. Continuous
 - b. Intermittent
 - 1) Fixed-ratio
 - 2) Variable-ratio
 - 3) Fixed-interval
 - 4) Variable-interval
4. Positive vs. Negative Reinforcement
 - a. Negative Reinforcement
5. Punishment
 - a. Definition
 - b. Make Punishment More Effective
 - c. Side Effects of Punishment
6. Observational Learning
 - a. Albert Bandura
 - b. Definition
 - c. Four Processes
 - 1) Acquisition / Attention
 - 2) Retention / Memory
 - 3) Performance / Convert into Action
 - 4) Consequences / Motivation

1. Human Development
 - a. Definition
 - b. Chronological Periods of Development
2. Prenatal Development
 - a. Zygote and Conception
 - b. 3 phases
3. Prenatal Risks
 - a. Specific Teratogens & Mother's Condition
 - b. Impact on Development
4. Motor Development
 - a. Cephalocaudal & Proximodistal
 - b. Developmental Norms
 - c. Readiness
5. Temperament
 - a. Research Methods
 - b. 3 Patterns of Temperament
6. Attachment / Bonding
 - a. Definitions
 - b. Theories
 - c. Types of Attachment
7. Personality Development
 - a. Erikson's Theory
 - b. Eight Psychosocial Stages
8. Cognitive Development
 - a. Piaget's Theory
 - 1) Basic Principles
 - 2) Four Stages of Development
 - b. Vygotsky's Theory
9. Adolescence
 - a. Physical Development
 - b. Search for Identity
 - c. Adolescent Issues
10. Adulthood
 - a. Change and Stability
 - b. Personality Development
 - a. Demands and Commitments
 - b. Physical and Cognitive Changes

Chapter 11 - Personality

1. Trait Theories
 - a. Traits
 - 1) McCrae & Costa's Big 5
 - 2) Gordon Allport
 - b. States
2. Psychoanalytic Theories
 - a. Freud
 - 1) Components of Personality

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- 2) Levels of Awareness (Consciousness)
- 3) Anxiety and Defense Mechanisms
- 4) Psychosexual Stages
- b. Jung's Analytical Psychology
 - 1) Personal and Collective Unconscious
 - 2) Introversion vs. Extroversion
 - 3) Rational vs. Irrational
- c. Adler's Individualistic Psychology
 - 1) Striving for Superiority
 - 2) Inferiority Feelings
 - 3) Birth Order
 - 4) Social Interest
3. Behavioral Theories
 - a. Skinner
 - 1) Conditioning
 - 2) Determinism
 - 3) Response Tendencies
 - b. Bandura
 - 1) Reciprocal Determinism
 - 2) Observational Learning
 - 3) Self-Efficacy
 - c. Mischel
 - 1) Situational Determinism
4. Humanistic Theories
 - a. Concepts
 - 1) Self-Actualization
 - 2) Free Will
 - 3) Optimism
 - 4) Rational, Conscious Perspective
 - 5) Phenomenological Approach
 - 6) Unique
 - b. Rogers' Person-Centered Approach
 - 1) Self-Concept
 - 2) Congruence vs. Incongruence
 - 3) Conditional vs. Unconditional Positive Regard
 - c. Maslow
 - 1) Self-Actualized Person
 - 2) Peak Experience
5. Biological Perspectives
 - a. Theorist
 - b. Basic Concepts
6. Contemporary Approaches

Chapter 13 – Psychopathology

1. Basic Ideas
 - a. Criteria for Abnormal Behavior
 - b. Medical Model of Abnormal Behavior
 - c. Terms

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- 1) Insanity
- 2) Diagnosis
- 3) Prognosis
- 4) Etiology
- d. Diagnostic and Statistical Manual
- e. Stereotypes of Psychological Disorders
2. Theoretical Approaches
 - a. Psychoanalytic
 - b. Behavioral
 - c. Cognitive
 - d. Biological
3. Anxiety Disorders
 - a. Definition
 - b. Types
 - 1) General Anxiety Disorder
 - 2) Phobic Disorder
 - 3) Panic Disorder
 - 4) Obsessive Compulsive Disorder
 - 5) PTSD
 - c. Etiology
4. Somatoform Disorders
 - a. Definition
 - b. Types
 - 1) Somatization Disorder
 - 2) Conversion Disorder
 - 3) Hypochondria
 - c. Etiology
5. Dissociative Disorders
 - a. Definition
 - b. Types
 - 1) Psychogenic Amnesia and Fugue
 - 2) Dissociative Identity Disorder
 - c. Etiology
6. Mood (Affective) Disorders
 - a. Definition
 - b. Types
 - 1) Major Depression
 - 2) Bipolar Depression
 - c. Etiology
7. Schizophrenic Disorders
 - a. Definition
 - 1) Positive and Negative Symptoms
 - b. Types
 - 1) Disorganized Schizophrenic
 - 2) Catatonic Schizophrenic
 - 3) Paranoid Schizophrenic
 - 4) Undifferentiated
 - c. Etiology

Chapter 15

1. Person Perception
 - a. Primacy Effect/First Impressions
 - b. Physical Appearance
 - 1) Looks
 - 2) Movement
 - 3) Stereotypes
 - 4) Illusory Correlation
2. Attributions
 - a. Internal vs.External
 - 1) Predicting Success and Failure
 - b. Bias in Attribution
 - 1) Fundamental Attribution Error
 - 2) Actor-Observer Bias
 - 3) Self-Serving Bias
 - 4) Defensive Attribution
3. Relationships
 - a. Attraction
 - b. Proximity
 - c. Physical Attraction
 - d. Similarity
 - e. Reciprocity
 - f. Love
 - 1) Types
 - 2) Attachment
4. Attitudes
 - a. Components of Attitudes
 - b. Behavior
 - c. Persuasion
 - 1) Source (Communicator)
 - 2) Content of Message
 - 3) Receiver
 - d. Theories of Formation & Change
 - 1) Learning Theory
 - 2) Cognitive Dissonance
 - 3) Self Perception
 - 4) Psychological Reaction
 - 5) Elaboration Likelihood
5. Conformity and Obedience
 - a. Conformity
 - 1) Reason Why
 - 2) Factors Which Increase Conformity
 - b. Compliance
 - c. Obedience
 - 1) Milgram
 - 2) Factors which Influence Obedience
 - d. Power of the Situation

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- 1) Zimbardo's Prison Experiment
6. Group Behavior
 - c. Bystander Effect
 - a. Group Productivity
 - b. Decision Making
 - 1) Polarization
 - 2) Groupthink